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ABSTRACT

This report states that today's physical education programs are aimed at helping students acquire constructive concepts and desirable habits regarding the preservation of a well-tuned, efficiently functional human body and all its healthy competitive components. Physical education has grown into a consortium of several identifiable areas of specialization: kinesiology, sport arts, sport sociology, curriculum, history and philosophy, movement education, adaptive programs, and athletics. This growth has been accompanied by a number of curriculum-related problems, five of which are discussed in this report. Also mentioned are the continuing projects on which the Secondary School Physical Education Council is working: evaluation and assessment, student sports awards, Physical Education Public Information (PEPI), Project IDEA, and the Center for Innovation in Secondary School Physical Education. Some examples of innovative practices in physical education, which were selected from information that has been gathered by Project IDEA, are annotated. Seven publications are listed for supplementary reading. (PD)

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CURRICULUM **Report**

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New Forms and Substance in

Physical Education

Times Have Changed

In the years since 1885, when the Association for the Advancement of Physical Education came into being, the discipline of physical education has increased its scope and broadened its professional outlook immeasurably. Physical education in the 70s is more than "playing sports," recess, calisthenics, or developing muscle bulk. Today's physical education programs are aimed at helping students acquire constructive concepts and desirable habits regarding the preservation of our environment's most prized natural resource: the well-tuned, efficiently functional human body and all its healthy competitive components.

Physical education is now recognized as a consortium of several identifiable areas of specialization: kinesiology, sport arts, sport sociology, curriculum, history and philosophy, movement education, adaptive programs, and athletics, to name a few of these areas. Furthermore, physical education has earned a role as one of the essential elements in any curriculum designed to educate the whole person, whether he be highly talented intellectually or otherwise, only average, or faced with the task of trying to cope with physical, mental, or emotional handicaps.

Educational traditionalists have for many years been reluctant to give physical education an equal place in the family of educational disciplines--as, indeed, they have attacked the merits of other fields that combine learning with applications of that learning--primarily for alleged lack of intellectual content and rigor. But unbiased observers insist that the field of physical education today can hold its own in academic company anytime the range and solidity of a discipline's scholarship are the measures of acceptance.

And with New Times Have Come New Problems

This growth has, quite naturally, been accompanied by the surfacing of a number of curriculum-related problems--challenges, really--that seldom were noticed in the days when PE was thought of--and often thought of itself--mainly as a tag-along member of the instructional family. Five of these challenges are commented on briefly here because the understanding and professional assistance of secondary school administrators are essential if they are to be dealt with constructively.

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✓ Challenge I: To use all of the resources of this burgeoning discipline to create instructional programs that will contribute to the growth and well-being--intellectual, physical, emotional--of ALL young people.

Comment: This may seem trite to some, but curriculum-makers and teachers need administrative support for their efforts to enlarge the scope and content of their PE programs to make them appropriate to boys and girls of all kinds and conditions.

✓ Challenge II: To assemble a teaching corps whose professional competences range over the entire discipline in its modern form, and then to arrange assignments that will permit the full use of the special knowledge and scholarship of each individual teacher.

Comment: Obviously, more easily said than done in many instances, especially in small high schools and in those schools where PE staff have in past years been selected by applying some other criterion. But with respect to this latter point, the PE professional is as able and willing to grow with his field if encouraged and otherwise assisted by his principal as are teachers in any other area.

✓ Challenge III: To equalize opportunities and services available to girls with those provided for boys--and, in other respects, to produce a better balance in the amount of time and other resources devoted to the various significant groups (in PE terms) in the student body.

Comment: Title IX is likely to cause debate for some time to come, but the desirability of giving girls the same standing as boys in the PE world is not to be debated, nor can it be long delayed. Much attention currently is focused on the introduction of coeducational activities--a most significant advance--but it must be remembered that the main purpose of Title IX and similar movements is of greater moment than assuring girls the right to try out for the soccer team!

✓ Challenge IV: To apply--directly or by adaptation--the many innovative instructional practices that have come into use in other curriculum areas.

Comment: It's probable that, over the years, physical education teachers have been as inventive as those in any other instructional group. Even so, they need administrative encouragement to make use of other ideas that teachers elsewhere find effective.

✓ Challenge V: To encourage school authorities to break out of traditional systems and adopt new curricular methodologies and substance.

Comment: Physical education is still in many areas a relentless repetition, grades seven to 12, of football, basketball, softball, and track and field. More advanced programs invoke the use of up-to-date methods and techniques and combine the talents and facilities of the school and community in teaching lifetime sports and leisure activities in coeducation. It is no longer uncommon to observe secondary school physical education programs which include activities

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from angling and archery to skish and yoga. The trick is to break out of artificial barriers of pre-lined gymnasium floors and 100 yard fields.

How do you measure up? Does your program include (or have you considered introducing) new methodologies: coeducational classes, individualized instruction, contract teaching, use of learning packets, performance-based objectives, or any of the many other new techniques being tried in schools nationwide?

Does your program include (or have you considered adding) such activities as:

angling	gymnastics	roller skating
archery	handball	sailing
badminton	ice skating	skuba diving
bowling	joggers circuits	skiing
canoeing	martial arts	spelunking
dance	mountain or rock climbing	swimming
deck tennis	racquetball	tennis
field hockey	recreational sports	weight lifting
golf		wrestling
		yoga

The ways in which teachers around the country are responding to these and other challenges are illustrated later in this Report by the notes on practices in a number of schools.

But the Profession Is Getting Answers

The American Alliance for Health, Physical Education, and Recreation (AAHPER) is using numerous channels to bring assistance to schools in general and teachers of physical education in particular in responding to these five challenges. One of these channels is the Secondary School Physical Education Council, a 9,000-member unit within the National Association for Sport and Physical Education, one of the organizations making up the Alliance (AAHPER). The Council was set up about five years ago, mainly to facilitate the exchange of information about curriculum developments.

The following are some of the continuing projects on which the Council is working and with which secondary school teachers and administrators are encouraged to keep in touch.

- Evaluation and Assessment: The development of assessment tools to be used for determining program effectiveness and encouraging program excellence.

- Student Sports Awards: An award program for students who participate regularly in selected sports activities away from the confines of the school.

- Physical Education Public Information (PEPI) Project: PEPI's main effort is concentrated on developing a better understanding by the public of what is happening in physical education and of the contributions the discipline is making in educating today's young people and tomorrow's adults.

  This project has produced two films, "All the Self There Is" and "Every Child a Winner," to demonstrate the need for well-planned physical education programs conducted by specialists and for programs planned specifically for

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the individual student. Currently, the Council is supporting the production of a film dealing solely with the "new physical education" in secondary schools.

- Project IDEA: A program for gathering and sharing information about promising practices in the field of secondary school health, physical education, and recreation. (The acronym derives from the project's overall purposes--Identification, Distribution, and Exchange for Action.) Members of the Council have been asked to report curriculum practices they have found especially effective. This gathering of information is continuing, and it is expected that by the end of 1975 a publication will result.

  All of the programs described later on in this Curriculum Report have been taken from materials now in the Project IDEA file.

> Special Invitation Those directing Project IDEA want to obtain information about forward-looking curriculum efforts from secondary schools everywhere, whether or not they have connections with the Secondary School Physical Education Council. Hence, Curriculum Report readers are urged to contribute to Project IDEA. To do so, write for a reporting form to the chairman of the Project's steering committee, who is
>
> Elizabeth Arnold, Physical Education Department
> Bangor High School, Bangor, Maine 04401

- Center for Innovation in Secondary School Physical Education, a project stimulated by the Council but not under its immediate direction, merits somewhat more detailed comment. The Council proposed three years ago that a feasibility study be undertaken to see how the theories and principles amassed within a teacher education institution might be most effectively translated to fit the day-to-day "real world" life of a neighboring high school, and in the process improve the quality of the learning experiences of students at both school and college levels.

  This stimulation led to the creation of the Center for Innovation in Secondary School Physical Education as a joint endeavor of the Greensboro, N.C., public schools and the School of Health, Physical Education, and Recreation at the University of North Carolina at Greensboro, with the Ben L. Smith High School at the hub of the operation.

  In the Center's first year, efforts focused on staff development to build up a genuine acceptance at both academic levels of "shared responsibility." Also that first year, basic assessment of student and staff characteristics and attitudes was done. Staff development continued during the second year, and some instructional innovations were started; for example, an interdisciplinary course, "Introduction to Dance, Drama, and Choreography," was developed by the English and Physical Education departments. Much else was, of course, going on concurrently.

  This year, among other things, reports for the profession at large are being readied on (1) attitude data which could serve as norms for other schools, (2) practical guidelines for planning and initiating innovations in secondary school physical education, and (3) a process-oriented paradigm for curricular change.

  All the questions that led to the establishment of the Center have by no means been answered, its directors admit, but the prospects are bright.

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Exempli Gratia

The examples of innovative practices in physical education briefly annotated here were selected from information that has been gathered by NASPE's Project IDEA. As noted previously, Project IDEA is an on-going operation, and all schools that have made creative and productive changes in their PE programs are invited to make their experiences available to the profession through Project IDEA.

Materials about the programs mentioned here can be obtained from the contacts named in each of the annotations. In a few cases, modest charges are indicated, but with school financial conditions being what they are CR readers are urged to include some return postage with all of their inquiries.

e g MAYO HIGH SCHOOL, Rochester, Minn. 55901.
Contact: John Kudlas.

Mayo High School offers an interdepartmental course--Physical Education/Biology--in environmental awareness called "Sportsman's Biology." The course deals with hunting and fishing skills and their relation to the environment. It includes fly tying, fly casting, canoeing, scuba diving, rock climbing, taxidermy, snowshoeing, orienteering, ice fishing, fish and animal anatomy, home range studies, and stream studies. Emphasis is on laboratory and outdoor activities. Students receive one-half credit in biology and one-half credit in physical education for two hours work per day for one semester.

e g REGINA HIGH SCHOOL, 5400 Fenwick, Norwood, Ohio 45212.
Contact: Maureen Kovich.

The staff has developed a unit on self-defense for girls and women. Material available consists of an outline of the 12 lessons in the unit, references, lecture material on several aspects, and copies of student handout items and examinations used. ($3)

e g SOQUEL HIGH SCHOOL, 401 Old San Jose Rd., Soquel, Calif. 90573.
Contact: Shirley Cicholas or Ron Walters.

Featured in this program is an "extended day" class that utilizes community resources such as local bowling lanes. Students are charged extra fees commensurate with the activity offered and meet two or three times weekly at, for example, the bowling lanes. A school instructor is present for the instruction even though he or she may not be the instructor for the activity, depending upon his or her teaching competencies. Instructors feel that this means of scheduling allows for greater community involvement in the school program as well as providing students a wider range of course selection, thus allowing for individual needs and interests.

e g PLANTATION HIGH SCHOOL, 6901 N.W. 16th St., Plantation, Fla. 33313.
Contact: Prudence Penny.

The elective physical education program for seniors has a unisex base and incorporates such things as recreational opportunities, risk activities, and contract teaching.

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e g GARFIELD SENIOR HIGH SCHOOL, 14000 Smoketown Rd., Woodbridge, Va. 22191.
Contact: Ann H. Lockett

The program includes student choice of activities and competency-based teacher assignments to activities. Pre- and post-tests are used, and each phase of the program includes graduated skill development in team sports, individual sports, rhythms, and recreational activities. Students are required to take a certain number of blocks in each skill development area. Health and Adaptives are parts of the total program.

e g ALBRIGHT MIDDLE SCHOOL, 1110 South Villa Ave., Villa Park, Ill. 60181.
Contact: John T. McCarthy

Physical Fitness Teams of graded difficulty and other procedures are employed to stimulate improvement on the part of less fit boys and girls. Forms and information on procedures used are available. (50¢)

e g TERRA LINDA HIGH SCHOOL, 320 Nova Albion Way, San Rafael, Calif. 94901.
Contact: George Starn

This PE curriculum starts with a core program for 9th and 10th graders, which leads to a wide variety of elective opportunities for juniors and seniors, including such things as water polo and boxing. Classes meet daily, but students can choose to engage in two activities on alternate days. ($1)

e g ANDREW JACKSON HIGH SCHOOL, Chalmette Ave., Chalmette, La. 70043.
Contact: Ellen Walker

Jackson High has a physical education program that permits continuous progress by individual students and is competency-based. It utilizes nongraded packets with carefully defined performance objectives and competence levels.

e g OREGON STATE DEPARTMENT OF EDUCATION, 942 Lancaster Dr., Salem, Ore. 97310.
Contact: James D. Goddard

The State of Oregon has developed a profile booklet that outlines in a performance-based manner program goals, competencies, and sample performance indicators for those program areas deemed essential for high school graduation. ($6)

e g FLORIDA STATE DEPARTMENT OF EDUCATION, 412 Winchester Bldg., Tallahassee, Fla. 32304.
Contact: Philip Rountree, consultant for health, physical education, and recreation.

The State of Florida is creating a series of COMPACS (competency packages) in selected aspects of the secondary school program, which will be ready for purchase in 1975. Written in performance-based style, a range of performance criteria offer the student both a challenge and the possibility of success at a criterion level within his or her reach. (Price to be determined.)

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e g TEFFT JUNIOR HIGH SCHOOL, Irving Park Rd., Streamwood, Ill. 60103.
Contact: Patricia Boston, Developmental Physical Education Coordinator.

Tefft Junior High School provides a developmental physical education course to any student who is unable to participate in the regular physical education program due to injury, illness, or post-operative recuperation; to any student recommended by the school nurse or family physician as being overweight and therefore unable to meet the strenuous requirements of his regular physical education course; and to any student whose parents or physician recommend that he be placed in the course.

The objects of the program are primarily (a) to return students to their regular classes as quickly and as safely as possible and (b) to help handicapped students realize and work toward their potentials in developing lifetime sports skills and effective physical maintenance and performance skills in terms of their potentials.

Fact sheets are completed by parents and physician for each student recommended for the course to ensure that the student receives a program of physical education germane to his individual needs.

e g OLATHE HIGH SCHOOL, Prairie and Buchanan Sts., Olathe, Kans. 66061.
Contact: Mark Giese

The PE curriculum here contains an outdoor-living unit, which covers such topics as map reading, camp crafts, selection and care of equipment, survival skills, mountain climbing, and a guide to successful class campouts.

e g LEXINGTON HIGH SCHOOL, 251 Waltham St., Lexington, Mass. 02173.
Contact: Ralph V. Lord, Jr.

Lexington sponsors a comprehensive selective program in physical education supported by use of data processing equipment for ease of accountability and evaluation. Printed color-coded data-processing cards are made for each student for each period of physical education taken during the week. The instructor uses the card to record attendance and to keep cumulative evaluative records for each activity the student selects. The program includes off-campus mini-courses, which vary according to expressed needs and interests of students. Features include team teaching and coeducational course offerings.

e g ROOSEVELT JUNIOR HIGH SCHOOL, 680 East 24th St., Eugene, Ore. 97401.
Contact: Shareen Young

A totally coeducational elective program offers instruction in aquatics, team sports, individual sports, dance, recreational games, and fitness. ($2)

e g LINCOLN ACADEMY, Academy Hill, Newcastle, Me. 04553.
Contact: Art Mack

The elective program in physical education at Lincoln allows students to determine the routes they wish to take in order to fulfill the curriculum requirements. Areas from which they may choose include special skill classes, individual activities of various kinds, athletic team participation, classroom work, opportunities in outside agencies, and teaching in the local elementary program.

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PARKVIEW JUNIOR HIGH SCHOOL, 701 W. County Rd. B, Roseville, Minn. 55113.
Contact: Judy Juelich

Individualized instruction via learning packets which include performance objectives, explanation and pictures of the skill, activities to use to acquire the skill, and testing activities are features of this program. The program allows a student to begin at his own level and work at his own rate. The teacher makes error corrections, answers questions, motivates, and makes evaluative comments as the student progresses.

Some Supplementary Reading

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This issue of the Curriculum Report is primarily the work of ROBBERTA MESENBRINK, chairperson of the Department of Physical Education at Ben L. Smith High School in Greensboro, N.C., and visiting lecturer at the University of North Carolina at Greensboro. Ms. Mesenbrink also is chairperson of the executive committee of NASPE's Secondary School Physical Education Council. ELIZABETH ARNOLD, Physical Education Department head at the Bangor, Me., High School and chairperson of the group directing Project IDEA, made additional illustrative materials available.

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